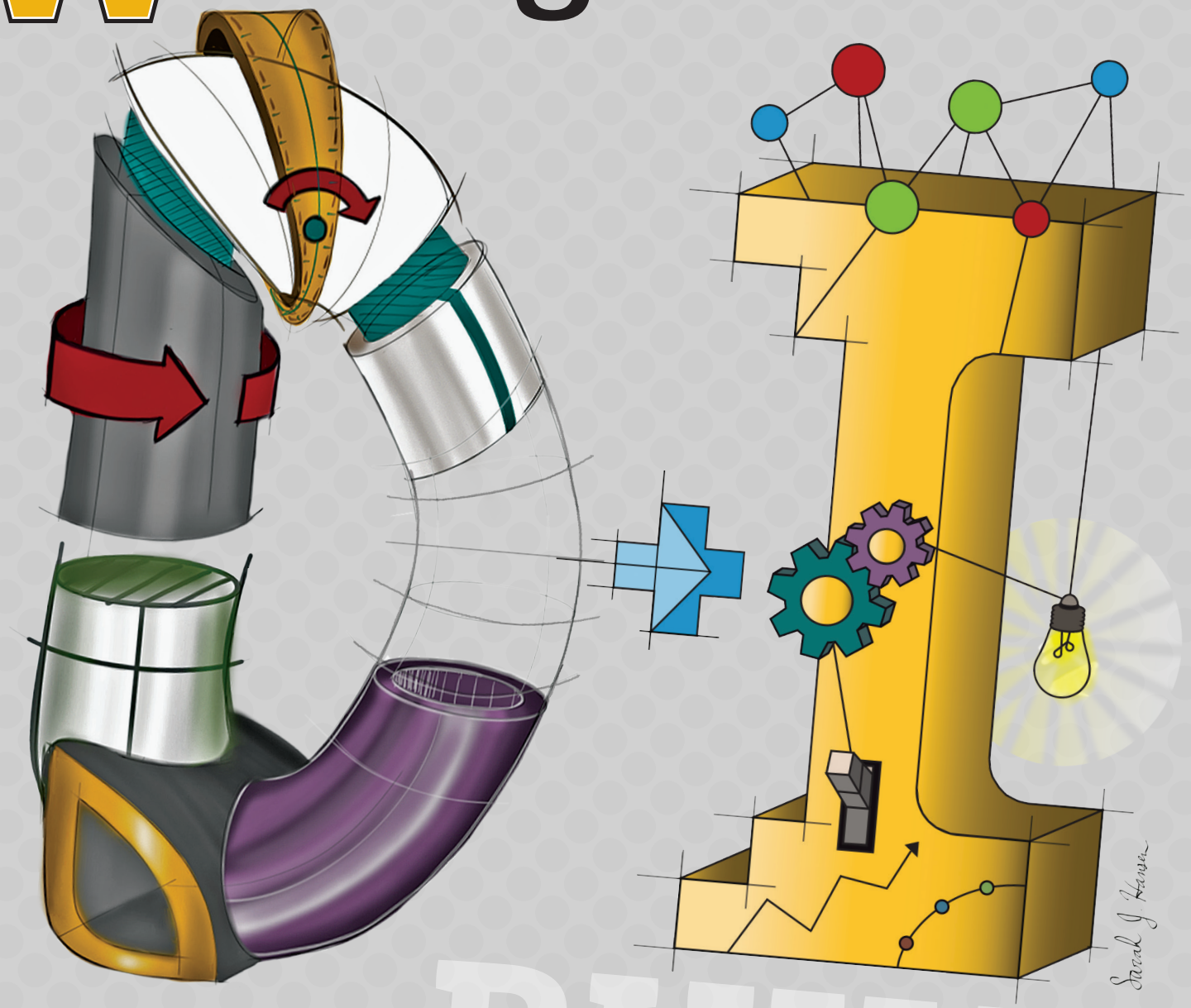
FALL/WINTER
2018-19

WESTERN MICHIGAN UNIVERSITY

W Magazine



Where design meets innovation

Also inside MLK Academy at 50

Galloping
toward winter

CONTENTS

8. Harnessing the Future of Product Design

This fall, WMU unveiled a state-of-the-art facility for the University's year-old product design degree program. The institute features studios, presentation spaces and laboratories dedicated to innovation, fabrication, rapid prototyping, 3D printing, woodworking and metalworking.

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10. Broncos' Billion-dollar Impact
A new study has found that WMU has a $1.6 billion annual economic impact on its local region.

12. MLK Academy: 50 Years of Achievement
In 2018, WMU celebrates one of its longest-running academic programs, the Martin Luther King Jr. Student Scholars Academy, and thousands of accomplished alumni.

16. All in for Student Success
Some 4,700 incoming freshmen and transfer students are part of a sweeping new program that immediately connects them to campus and orients them to college life.

20. Esports: State of Play
Students who compete in esports at the intercollegiate level now have a new high-tech arena on campus to clash with opponents.

26. Medicine + Engineering
A new master's degree program in medical engineering at WMed equips students to advance health care through technology.

31. Orchestral Fellow
An alumnus is one of two musicians nationwide selected for a prestigious symphony fellowship.

22. First Person

28. Alumni Profile

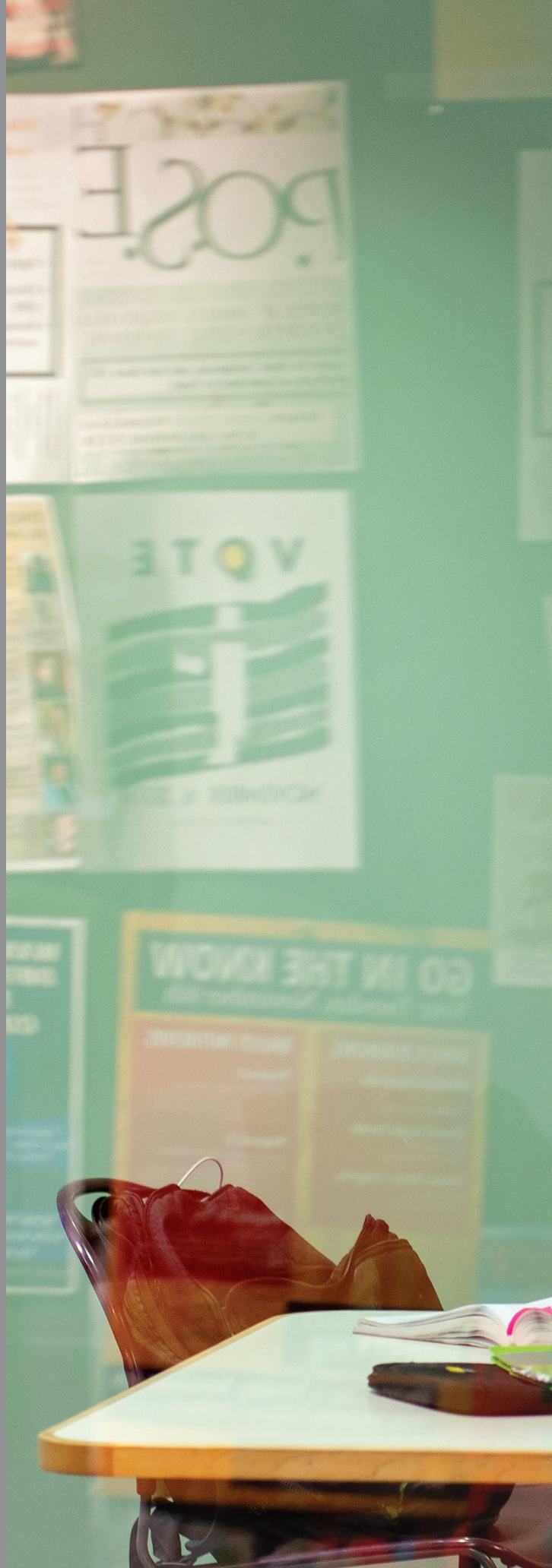
30. Classnotes

31. In Memoriam

33. In Print

RICHMOND INSTITUTE FOR DESIGN + INNOVATION

On the cover: "D+I Built," the phrase is displayed in various places inside the new Richmond Institute for Design and Innovation, where students build products, guided by high design and with innovation. Inspired by the phrase, this cover was "built" by product design major Sarah Hansen.



Reflection

Dylan Towne, a freshman from Shelby, Michigan, studies upstairs in the Richmond Center for Visual Arts. “This is where I do most of my studying,” Towne said. “It’s where I feel most comfortable—because of the art.” Towne is majoring in art therapy and minoring in psychology.

Dear Friends,

It is remarkable how the opportunities offered by higher education can change the course of an individual's life. Degree earned, graduates can go on to enrich their communities, advance their professions and make their unique contributions to the world. With that kind of impact at stake, it is critical that we ensure the full promise of a Western Michigan University education is attainable for all our students.

To that end, WMU administrators, faculty and staff constantly work to strengthen services, programs and practices that help students conceive and achieve their academic goals and persist to graduation. And as we fine-tune and create new programs, we model what we expect of students in their coursework—continuous improvement and innovation.

One of the major initiatives launched this fall represents a sweeping expansion of our past successes with peer mentoring, taking it to scale so that all incoming freshmen and transfer students benefit.

On pages that follow, you will read about more than 4,000 students who are the first to experience this program, appropriately named Success at WMU. Under development since January, it includes everything from educational support to social activities. Not only is the program designed to help new students feel embraced and supported right away, it also helps them develop essential academic skills. We want students to have the strongest possible start to their college career and to stay on that successful path throughout their WMU experience.

From Success at WMU to marking 50 years of the Martin Luther King Jr. Student Scholars Academy to our new product design degree and its recently unveiled home, the Richmond Institute for Design and Innovation, WMU's commitment to student success is on full display in this edition of the *W Magazine*.

WMU is fortunate to have so many people—faculty, staff, administrators, alumni and donors—who dedicate themselves to ensuring our students have access to all the opportunities and rewards of higher learning.

Best wishes,

Edward Montgomery

Edward Montgomery, Ph.D.
President

WMU's 'invaluable health service' garners $1.5M in state support

The University's Unified Clinics, a multi-specialty group practice that annually serves more than 5,000 patients in southwest Michigan and beyond has received a $1.5 million state appropriation.

The collective of 10 teaching clinics provides an array of services, including autism evaluation, behavioral health services, child-trauma assessment, hearing treatment, low-vision services, occupational therapy, speech therapy and women's health services. WMU student practitioners and supervising professionals provide the care and treatment.

"WMU's Unified Clinics provides invaluable health care services to some of southwest Michigan's most underserved," says state Sen. Margaret O'Brien, who advocated for needed funding to ensure the University can provide the best possible care for patients.

The appropriation, which is the clinics' first from the state, covers equipment purchases and uncompensated care, as affordability is a major need for the clinics' patients.

Through this practice, thousands of Michigan residents receive treatment that may not be covered by insurance, is unaffordable through other providers and, in some cases, is unavailable elsewhere.

"We have been recognized by our patients in the community as a safety net," says Dr. Carol Sundberg, Unified Clinics director. ■

Multicultural affairs director recognized for leadership

Hernández

Diana Hernández, director of the Division of Multicultural Affairs, received El Concilio Kalamazoo's 2018 Quetzalcoatl Award in recognition of her stature as a leader who has been working, contributing, supporting and advocating for the well-being of the Latino community in Kalamazoo.

El Concilio, formerly the Hispanic American Council, is a community-focused organization that seeks to help Latino residents support their families, contribute to society and appreciate their cultural significance in the local region.

Hernández received its accolade during an award ceremony as part of the Nuestras Raices Gala in September. "Nuestras Raices" is translated "our roots" in English.

In announcing the award, El Concilio cited Hernández for her passionate support of the area's Latinx community as well as advocating for WMU's Latino students so they can succeed in college. Under her leadership, WMU has secured two federal College Assistance Migrant Program grants totaling $4 million. This grant program supports first-generation undergraduate students who are migrant or seasonal farmworkers.

In addition, Hernández has been selected as one of the Top 50 Latinas in Michigan by the governor-appointed Hispanic/Latino Commission of Michigan. The honor recognizes women who have had a commitment to lifelong learning and expansions of their own personal and professional resources. Nominations came from across the state, and honorees were recognized Oct. 12 during the Statewide Hispanic Heritage Month celebrations. ■

Advanced manufacturing lab launched in Grand Rapids

WMU, in partnership with Michigan's Grand Rapids Community College and West Michigan manufacturers, has opened a 15,000-square-foot instructional manufacturing facility in Grand Rapids.

The Advanced Manufacturing Partnership Laboratory occupies the first two floors of WMU's downtown Grand Rapids location and serves as a program to cultivate the next generation of engineers, designers and other skilled individuals to serve the manufacturing industry.

The AMP Lab at WMU, an advanced manufacturing laboratory in Grand Rapids, Michigan, was created to help address a shortage of manufacturing talent.

The $2.7 million AMP Lab development and the equipment it houses were partially funded through private investment efforts and the Michigan Economic Development Corporation.

"This cutting-edge instructional laboratory has been designed to meet the demands identified by manufacturing leaders—not only locally, but around the globe—to educate the 21st-century advanced manufacturing workforce," WMU President Edward Montgomery says.

The AMP Lab combines prototyping, training and small-scale manufacturing with the opportunity for individuals to earn college credits to be used toward a degree or certification. The facility includes 3D printers and scanners, a CAD/CAM lab, a plasma cutter, a laser cutter, a welding station, metrology equipment and prototyping tools.

"The AMP Lab is an excellent example of how communities grow stronger when people come together," GRCC President Bill Pink says. "We're partnering with Western Michigan University and our region's employers to give residents skills they need for great jobs as well as their first steps in higher education and pursuit of lifelong learning."

"The AMP Lab is an excellent example of how communities grow stronger when people come together," GRCC President Bill Pink says.

GRCC began using the space three days a week for its AMP program cohorts this fall. In January, WMU will offer courses for a certificate program in integrated design and manufacturing. In addition, manufacturing engineering technology, engineering design technology and engineering management technology courses will be offered at the facility for students enrolled in WMU's ABET-accredited four-year engineering technology degree program.

"At full strength, the space will be used for six to eight WMU undergraduate courses a semester with class sizes of 16 to 24," says Dr. Steven Butt, WMU professor and chair of the industrial and entrepreneurial engineering and engineering management department. "GRCC will also be offering associate degrees and manufacturing courses. In addition to college courses, workshops, specialized trainings, product design and manufacturing consulting will occur in the space."

John C. Kennedy, president of Autocam Medical, based in Grand Rapids, has been involved in programs to raise awareness for the education of and need for skilled workers—and for a facility that can lead to new ideas being developed for introduction into the marketplace.

"In addition to developing a skilled workforce, the AMP Lab has the potential to provide other important services to our region," says Kennedy. "This facility and its students, led by engineering faculty and graduate students, can help local inventors prototype projects." ■

A golden day of giving

On WMU's second annual Giving Day, held Oct. 3, participants across campus, the state, the country and the world gave generously to support the Bronco initiatives of their choice.

Gymnastics posts second-highest GPA in the nation

WMU's gymnastics team achieved the second-highest grade point average in the nation for the 2017-18 academic year, according to the Women's Collegiate Gymnastics Association. As a team, the Broncos carried a 3.793 GPA, marking the seventh straight year WMU has finished in the top 10 nationally. Individually, 14 Bronco gymnasts earned Scholastic All-America Awards.

"Every year we set the bar high in the classroom, in the gym and in the community," says Penny Jernigan, the team's head coach.

"I am especially proud of these 14 women for their commitment to our standards of excellence. As a full-time Division I student-athlete, the time demands that are placed on them are extraordinary. So, for them to perform at such a high level nationally every year is a testimony to their hard work and dedication."

Additionally, WMU once again had the highest GPA among Mid-American Conference institutions, marking the seventh straight season to lead the league. The second-place national finish ties the 2013 season for the highest mark in program history. That season, the Broncos posted a 3.808 GPA. ■

Battery research project at WMU supports utility's clean-energy plan

This fall, Michigan utility company Consumers Energy opened a large-scale battery facility on WMU's Parkview Campus. The facility, which is unique to Michigan, stores enough energy from wind and solar sources to power 1,000 homes, and the clean-energy project will offer research opportunities for WMU students.

The Parkview Campus was selected as the site for the new battery facility through a statewide search conducted by Consumers Energy in consultation with Michigan State University. In the coming year, the company and MSU consultants will study data generated at the facility to better the potential for battery storage use around the state. WMU engineering students also will have opportunities to participate in partnerships with Consumers Energy on electric battery research and operations. ■

Caitlin Wiley during a previous study abroad experience in Argentina

Prestigious language scholarships send students abroad

A student awarded a prestigious federal scholarship is spending the academic year studying abroad in Brazil. Caitlin Wiley received a $20,000 David L. Boren Scholarship to spend the fall 2018 and spring 2019 semesters at the Federal University of Santa Catarina, where she is studying Portuguese.

And, just before fall semester began at WMU, engineering graduate student Joshua White wrapped up an eight-week summer course at the University of Shiga Prefecture in Hikone, Japan.

Joshua White

White was awarded a full scholarship to study in Japan under the U.S. Department of State's Critical Language Scholarship program. The program is part of a government effort to expand the number of Americans studying and mastering critical foreign languages. Critical languages are those that are less commonly taught in U.S. schools, but are essential for America's engagement with the world, according to the state department.

Those who receive these scholarships gain critical language and cultural skills that enable them to contribute to U.S. economic competitiveness and national security.

White was one of about 550 competitively selected American students at U.S. colleges and universities who received a CLS award in 2018.

He graduated in April with a Bachelor of Arts in Japanese, Bachelor of Science in applied mathematics and Bachelor of Science in Engineering in computer engineering. He expects to graduate with a Master of Science in Engineering in electrical engineering and a Master of Science in applied and computational mathematics in April 2020.

During his undergraduate career, White was named WMU's 2018 Presidential Scholar in Electrical and Computer Engineering as well as its 2018 Presidential Scholar in World Languages and Literatures. Being named a Presidential Scholar is the highest honor a senior can receive from the University.

White plans to one day pursue a doctoral degree in electrical and computer engineering, focusing on research in electro-neurophysiological interfacing. Eventually, he wants to move to Japan and work on developing advanced prosthetics that interface directly into the human nervous system to help improve the quality of life for amputees.

Caitlin Wiley

Wiley was selected as one of 221 Boren Scholarship recipients out of 794 applicants from around the country to receive a 2018-19 academic-year award.

She and her fellow Boren Scholars are studying some 30 critical languages while living in countries throughout Africa, Asia, Central and Eastern Europe, Latin America, and the Middle East.

Wiley is an honors student double majoring in Spanish and global and international studies and minoring in Latin American studies. In 2016, she studied abroad in Argentina and felt the impacts of economic and political crisis in that country. She chose to pursue a study abroad experience in Brazil to expand the depth and breadth of her Latin America expertise by studying Portuguese.

She has an intrinsic motivation for applying for the Boren Scholarship—her long-held public service ethos, which she developed after being introduced to federal public service in high school.

"I realized immediately it was the career path I wanted to pursue," she says. "Since then, I have learned a lot about what it means to be a public servant through interning for a state representative and a U.S. senator."

> **...I have learned a lot about what it means to be a public servant.**
> **–Caitlin Wiley, a senior whose dream career is in the foreign service**

Wiley's dream job is to become a foreign service officer. That dream just might come true, as Boren Scholarship alumni are fast tracked into federal careers after graduation.

Boren scholarships and fellowships, collectively known as the Boren Awards, are sponsored by the National Security Education Program. They are part of a major federal initiative aimed at increasing the number of U.S. citizens who possess foreign language and international skills. Scholars receive up to $20,000 while fellows receive up to $30,000, but all Boren Award winners agree to work in the federal government for at least one year. ■

Harnessing the future of PRODUCT design

RICHMOND INSTITUTE FOR DESIGN + INNOVATION

This fall, WMU unveiled a state-of-the-art facility for the University's year-old product design degree program.

The Richmond Institute for Design and Innovation on the first and third floors of Central Kohrman Hall features studios, presentation spaces and laboratories dedicated to innovation, fabrication, rapid prototyping, 3D printing, woodworking and metalworking.

The nearly $7 million project to renovate Central Kohrman Hall to support the needs of an innovative product design program was made possible by many generous corporate and individual donors, including Jim and Lois Richmond.

The Kalamazoo-area couple, longtime WMU friends and benefactors who have a passion for the arts, contributed $3 million to the project.

The institute "is truly far beyond anything we ever imagined it would become," Jim Richmond said in September.

"Just a few weeks ago, Lois and I had the honor of touring the building, which included getting a detailed description of each area and how students will use this creative layout working independently and in groups on design projects."

A home for WMU's product design program

The institute named for them is home to WMU's new product design program, a degree that draws its curriculum from fine arts, engineering and business to develop professionals who will specialize in designing products that combine form, function and manufacturing.

Launched in fall 2017 with its first cohort of students, the program was created to meet current and future design and manufacturing needs in southwest Michigan and beyond.

Sylvan Benton, Yan Hernandez and Carl Shields, all freshmen in the product design program, work collaboratively on a form and space project.

"From my first days on campus five years ago, it was apparent that our local corporations had a great need for design talent," says Daniel Guyette, dean of WMU's College of Fine Arts.

"There were dozens of positions they could not fill, and this was impacting their ability to compete and thrive. As a state university, it's our responsibility to meet the needs of our state and region by providing quality programs to educate our young adults for promising careers. That's why we created the product design program and the Richmond Institute for Design and Innovation, and the response from students and the corporate community has been exceptional."

The Bachelor of Fine Arts degree in product design combines coursework in the College of Fine Arts' Frostic School of Art, the Haworth College of Business, and the College of Engineering and Applied Sciences. In addition to their University-based studies, students pursuing the product design B.F.A. are placed within industry settings during summer residencies with the anticipation that those positions will become permanent jobs after graduation.

"The product design curriculum mirrors contemporary design practice" says Michael Elwell, director of the institute and associate professor of art.

"The students take courses in design, engineering and business, teaching them to create products that are desirable, feasible and viable. Upon graduation, they will be able to speak the language of the designer, engineer and marketer, positioning them for future leadership roles related to project management."

Southwest Michigan companies involved include FabriKal, Eaton, Landscape Forms, Stryker, Newell Brands, Whirlpool and Tekna. Bob Brown and the Monroe-Brown Foundation provided key initial funding, and area economic development agency Southwest Michigan First has been an important resource as well.

Elwell says the Institute has a wide range of corporate partners eager to work with WMU students.

And the Richmond Institute will soon offer interdisciplinary courses that bring together students from across the University to work on problems through the lens of design.

"Interdisciplinary collaboration is essential to creating innovative design solutions," Elwell says. "Students who take these courses will learn to appreciate the diverse ways their classmates approach problems, while gaining a new appreciation for their own discipline." ■

Broncos and their billion-dollar *impact*

- WMU has a local economic impact of $1.6 billion.
- This is a sum greater than Michigan's entire budget line for all state universities—$1.4 billion during the year of the study.
- For every dollar the state invests in WMU, the University returns $15.40 in economic vitality to the local region. In fiscal year 2016-17, the year of the study, the state invested $104 million in WMU.
- WMU supports 16,690 jobs in the local area, enough to fill every single seat on the home side of Waldo Stadium.
- WMU students have a tremendous impact during their time in Kalamazoo, with each one contributing $11,500 to the local economy.
- Also, though not from the study, WMU students contribute 235,000 hours of engagement with the community each year.

A new study from an economic development organization and WMU has found that the University annually has a $1.6 billion economic impact on the local region.

"WMU's local economic impact is an excellent return on investment for Michiganders," says WMU President Edward Montgomery.

"The University's return of $1.6 billion to its local community is 15 times greater than the state's investment in WMU. In fact, our total impact is greater than Michigan's entire budget line for all state universities."

In fiscal year 2016-17, the year of the study, the state invested $1.4 billion in all state universities, including $104 million for WMU. For every dollar the state invests in WMU, it returns $15.40 in economic vitality for the local region.

The study also determined that WMU supports 16,690 direct, indirect and induced jobs in the local area.

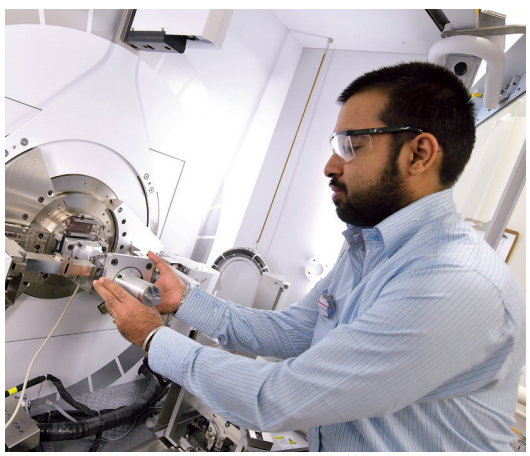
"Imagine the home side of Waldo Stadium with every single seat filled. That's how many jobs we're talking about," says Ron Kitchens, chief executive officer of Southwest Michigan First and a member of the WMU Board of Trustees.

"I believe that if our region is to thrive in the future, we must grow the portion of our workforce that has earned a bachelor's degree. We are currently 20 percent below the national average. WMU is an enormous help. It can enable us to attract young professionals here, and we can entice them to stay."

Students have an impact during their time in Kalamazoo. Each WMU student adds $11,500 to the local economy.

"It's wonderful to see students in local businesses," Kitchens says. "They bring vitality to our community. But they also bring resources. When you see four students having brunch, that's not just a $46 tab, it's $46,000 each year in rent, groceries, checking accounts and entertainment. They contribute handsomely to our community as individuals and as citizens."

The study, conducted by Impact DataSource LLC, located in Austin, Texas, covered Kalamazoo County as well as two surrounding counties—Calhoun and Van Buren. ■



50 YEARS *of* Success

During a speech in October marking the 50th anniversary of the MLK program, alumna Carole Carr echoes the sentiments of other program participants, saying the program changed her life.

MLK academy marks a milestone

Carole Carr sat on a bus to Chicago, weeping, inconsolable. It was 1982, and she had applied to three universities. All three had rejected her application. The future seemed bleak.

"I was bad," Carr says. "I had not applied myself in high school, and I was on the cusp of an average GPA. Colleges didn't want me."

A native of Detroit, Carr's parents had divorced when she was in fifth grade, and her mother moved with her to Chicago to start a new life.

"I was sad, angry and depressed," Carr says. "We had moved away from everything I knew. After that, I didn't do well in school. I would doodle during math class. I wasn't paying attention, and my grades slipped."

Then someone on the bus tapped Carr on the shoulder and changed her life.

"It was a minister, and when I told him why I was crying, he had advice for me," she says. "He told me about the Martin Luther King Jr. program at Western Michigan University and encouraged me to apply."

Carr dried her tears and did just that. She applied to the program and was accepted.

In 1986, she graduated with a double major in marketing and interpersonal communication and a double minor in business communication and general business. Her honors at WMU included the highest GPA Award in the MLK program, and the Dow Chemical Marketing Scholarship. She also landed on the dean's list.

"The MLK program changed my life," Carr says. "Getting this second chance gave me an incredible drive to succeed. The structure and support this program provided students was amazing."

Carr later returned to WMU as a peer counselor at the MLK program. Now a successful real

Scenes from MLK outings over the years

estate broker and investor in Atlanta, Georgia, she recently traveled to campus for a 50-year reunion of MLK program alumni to share her story. Hers is just one among thousands.

Since its inception five decades ago, in 1968, the MLK program has served some 7,000 students, all of whom had journeys similar to that of Carr—struggling in school, from a low-income family, and/or the first generation to attend college. A more important commonality, however, is they all had potential.

Starting Simply

In 1968, Dr. Roger Pulliam, assistant vice chancellor emeritus at the University of Wisconsin-Whitewater, was the first director of what was then called Project 73 and would later become the Martin Luther King Jr. Academy.

Pulliam

He explains that 1973 was the year organizers predicted their first students in the program would graduate.

"The Martin Luther King (program) was initially for 25 students. We wanted to expand on that, and when we turned to the W.K. Kellogg Foundation for help, they agreed," he says.

Pulliam's own journey to become a student at WMU became something of a model for future students of the program. Born in Mississippi and eventually moving to Gary, Indiana, he grew up in a family of nine children, raised by an aunt after his mother died.

"Some of my brothers didn't go beyond the sixth grade," Pulliam says. "I was the lead dog when it came to education in my family, although some of my younger brothers did follow my lead to attend WMU. I came here on a football scholarship. I saw how important it was to be connected, to have those advantages of someone to support you and mentor you."

Pulliam graduated in 1966 with an education major, went on to earn his master's at WMU and a Ph.D. at the University of Michigan, but he would never forget the influence of WMU on his life. Along with a group of students from the Black Action Movement, who challenged racial discrimination at WMU, Pulliam wanted to create a program to increase racial minority presence among students and faculty. Project 73 began as a six-week program providing academic support and scholarships to 60 incoming students from southwest Michigan.

"We started simply by helping new students feel good about themselves and to broaden their world beyond their own communities," Pulliam says. "We took them on trips to Chicago, New York, so that they could see the broad world beyond academics and athletics. We helped them transition to campus life and put them in the pipeline to graduation."

Pulliam was honored for his contribution to the University at the 50th reunion in October for MLK program alumni. He rarely misses an opportunity to revisit his alma mater or lend a helping hand.

"Without the MLK program and the support I received at WMU, I don't know what I would have become," Pulliam muses. "Programs like this are the greatest investment a university can make for kids with potential. We have to invest in all kids, not just those going to Harvard. Encourage them, create internships for them—there are many rich ways to expand our workforce."

Results of the MLK program translate into success: 90 percent of student scholars complete and are retained each academic year. The cumulative GPA of participating students is 3.29.

Higher expectations, higher achievement

As a high school baseball player in Pontiac, Michigan, Idris Rashid wasn't held to high academic standards.

"We were required to have a 1.0 GPA," Rashid recalls.

The expectations were much higher for WMU students and students in the MLK program.

"I was initially accepted for one semester at WMU with the agreement that I would get above a 3.0 GPA. I was enrolled in an educational boot camp as part of the MLK program, and I took three classes and did great. I was over that 3.0 GPA by my second year."

Rashid went on to earn his bachelor's degree in business administration at WMU in 2001, and his master's in organizational leadership the following year. In 2001, he was the winner of the Martin Luther King Jr. Program Award for maintaining high academic standards while being an active community service volunteer.

Continued on page 15

MLK *today*

The MLK program has changed in some ways over the years while retaining the discipline, the encouragement, the mentoring and the support of its first years.

Sue Murray, assistant director of the program and the Division of Multicultural Affairs notes that it is now named the Martin Luther King Jr. Academy. In addition, what began as a summer bridge program for incoming students is now a four-tier program that guides students through every year of their education to graduation.

Once in the program, students meet regularly with staff and academy peer leaders. The first tier includes an introduction to campus life, academic course review and coaching, diversity and cultural programs, and academic process review.

"Our most common challenge in the first year is handling homesickness," Murray says. "First year, we are already looking at their second year and how to prepare them for the next step."

During the second tier, students move beyond the classroom experience and begin to explore opportunities in study abroad, careers and internships, and to declare a major. They also learn leadership skills.

"Second year is when they may lose that spark," Murray says. "We have to keep them motivated. We do that by building relationships with our students, so that they know they always have someone to go to—we can act on their behalf, if needed. If at first they thought we were mean, by now they get it. We are here for them."

Story continues on next page

MLK ACADEMY STUDENTS

Since its inception in 1968, the Martin Luther King Jr. Student Scholars Academy has served some 7,000 students.

Fifty first-year WMU students are selected annually to participate in the MLK Student Scholars Academy through the University's Multicultural Leader Scholarship competition.

Collectively, the four-tiered WMU-MLK Student Scholars Academy annually serves approximately 100-150 students who represent a wide variety of diverse backgrounds.

MLK ACADEMY SERVICES AND LEARNING OUTCOMES

ALL LEVELS

- Academic guidance
- Professional and career coaching and peer leader coaching
- Elearning course
- Diversity and multicultural exploration

FIRST YEAR

- Academic excellence and adjustment to campus life

SECOND YEAR

- Career planning and professional development

THIRD YEAR

- Leadership development and global learning

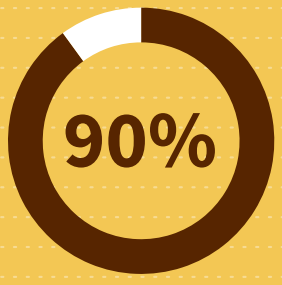
FOURTH YEAR

- Research and exploration of graduate school

STUDENT ENGAGEMENT

- Internships with major corporations in both the public and private sectors
- Study abroad experiences in Europe, Latin America and Asia
- Research opportunities with WMU faculty
- Leadership involvement in academic and social organizations
- Career development activities and learning

PROGRAM OUTCOMES



OF WMU-MLK STUDENT SCHOLARS successfully complete their academic year.*

OF WMU-MLK STUDENT SCHOLARS are retained each academic year.

OF WMU-MLK STUDENT SCHOLARS are provided opportunities to participate in high-impact educational studies and experiences.

**successful progression:*
complete at least 24 credit hours and have a 2.5 GPA

wmich.edu/**mlkacademy**

The third tier brings study abroad and internship experiences, but also begins the students on their path to graduation and possible graduate school. Career choices begin to take shape. Fourth, or upper, tier centers on graduation and entrance into a profession.

"We don't officially keep records on our students after that, but I'd say the large majority keeps in touch," Murray says. "One of our students recently brought his mother in to meet us after graduation. He wanted her to know where he'd gotten the encouragement he needed to achieve success. We care. I hope and pray they all know that."

At the reunion of MLK program alumni in October, it was clear—they do. ■

50 YEARS *of* Success

Continued from page 13

In 2017, he opened and now runs a successful and busy Chick-fil-A franchise in Portage, Michigan, the first in the greater Kalamazoo area.

"I grew up in a blended family of 13," Rashid says. "In Pontiac, everyone was going into the auto industry. Or they were doing drugs. I remember staring out my bedroom window as a kid and thinking, there has to be more. The MLK program was hard, but there's no way I would have succeeded without it. There was always an open-door policy—we could get help whenever we needed it, didn't matter how busy the staff was. People cared about you. It was a family."

Barry Roberts is also a native of Pontiac. He earned his bachelor's degree in engineering graphics in 1984 and credits the MLK program for his success.

"I graduated from high school in June, and by the end of the month, I was already at Western Michigan University, part of the MLK program," Roberts says. "We had six kids in our household. Five went to college, but I was the only one to graduate."

One of the reasons Roberts felt he was successful in the program was because it connected incoming students with older students. He also points to the willingness of MLK program staff to help whenever and however needed.

"That first summer, I received a C grade in a class when I knew I deserved an A," he says. "I asked for help in approaching my professor to discuss it. It turned out the professor had accidentally picked up the grade from the next student below me in his records, and I got my A restored."

It's that kind of a helping hand, Roberts says, that has made him a lifelong supporter of his alma mater and the MLK program. The bonds he developed with others in his years at WMU survive to this day, and he rarely misses an alumni event in the Detroit area.

"People are why I support my school, all the people I've met along the way at WMU," Roberts says.

Larry Donston, too, was the only one of six boys in his family to complete a college education. He earned a bachelor's at WMU with a double major in political science and communication arts in 1973. He heard about the MLK program from a high school counselor and sports teammates—and what he heard was all good.

"What was key for me was the six credits I earned in the summer program prior to the fall semester of my freshman year," he says. "That gave me the head start I needed. It was rigorous and tough. We were about 60 students, and many of us remain friends today. Dr. Pulliam set the tone for us to strive to achieve, and it didn't matter where we came from—some of us were urban, some suburban, some rural. He made sure we all interacted with each other."

Now a retired high school teacher, Donston credits the MLK program for teaching him the discipline required to succeed in both his career and personal life. ■

Going ALL in to promote student success

This academic year's 4,700 incoming freshmen and transfer students have unprecedented opportunities to succeed in college at WMU.

The reason—Success at WMU, a sweeping new peer mentoring program that immediately connects those students to campus and orients them to college life and the University.

Launched at the start of the 2018-19 academic year, it is one of two new programs largely being paid for by awards from the Presidential Transformational Initiative Fund that WMU President Edward Montgomery inaugurated in 2017.

Montgomery challenged faculty and staff to come up with ideas for building a stronger sense of belonging and community among all students. More than 60 proposals were submitted, with Success at WMU and Esports at WMU selected as the first initiatives to be funded.

"Student success is President Montgomery's top priority, and by supporting students in their transition to Western, we'll make WMU a campus of choice," says Monica Liggins-Abrams, who leads Success at WMU along with Dr. Keith M. Hearit, the program's executive director and a professor of communication.

"He also wants us to show a significant gain in the retention of new first-year and transfer students. I believe Success at WMU is an initiative that will allow us to do those things phenomenally well."

Creating a campus of choice

The initiative is a large-scale commitment that takes advantage of WMU's past success with student support programs for targeted populations of students and learning communities.

By building on many of those communities and creating new linkages and services, it has dramatically extended overall peer mentoring—from about 1,650 incoming first-year freshmen and transfer students last year to all 4,700 students in this category who started at the University this fall.

The program assigned those undergraduates to communities of up to 25 people that are led by a peer mentor. Under the program design, these cohorts are to meet regularly as a group to discuss a series of preselected topics. Members also participate in such group activities as attending Bronco Bash or gathering for a study night, and they can meet with their peer mentor one-on-one.

"Peer mentors help our new students practice good study habits, explore internship and job opportunities, and engage on a social level so they have an easier time adjusting to college and feel like they belong here," Liggins-Abrams says.

"Student Success is President Montgomery's top priority, and by supporting students in their transition to Western, we'll make WMU a campus of choice." —Monica Liggins-Abrams

"As a result, we expect new students will have fewer adjustment problems, feel comfortable seeking help when they need it and be motivated to stay in school. Ultimately, we should see a significant improvement in the number of students who are satisfied with their educational experience at WMU, helping us to make this their campus of choice."

Building on past successes

More than 100 student employees are serving as peer mentors this year after receiving special training. They, in turn, are being mentored by some 60 faculty and staff who have volunteered to be their champions.

Liggins-Abrams says individual cohorts will remain in place for the 2018-19 academic year, although students are not required to participate. She notes that communities look and behave differently, in part because some cohorts comprised of transfer, regional location or other sets of students may only need to communicate intermittently or through emails and video conferences.

Differences also crop up because of the way students are assigned to communities, Liggins-Abrams adds. Placements are first made into existing programs that have shown to be successful, then to course-related cohorts followed by some established residence hall living-learning communities. The remaining students are assigned based on criteria related to their academic colleges, with international, transfer and other categories of students clustered together when possible.

"We didn't want to disrupt existing programs. We wanted to leverage the existing peer mentoring expertise on campus, so we relied heavily on the work people all over campus have been doing for years," Liggins-Abrams explains.

"What makes Success at WMU unique is its scale. We're being very intentional. Going forward, we want to touch every new student."

Evaluating its effectiveness

In addition to an $818,500 award from the Presidential Transformational Initiative Fund, Success at WMU is being paid for by a matching award from the Division of Academic Affairs and support from the Division of Student Affairs as well as the Office of Diversity and Inclusion.

Along with Hearit and Liggins-Abrams, an assistant director, an administrative assistant, graduate assistant and interns round out the staff.

"A huge component of Success at WMU's first two years will be evaluation and research. We want to make sure the program is working well, and we're documenting the impact we're having on students, peer mentors and champions," Liggins-Abrams says.

The program is partnering with the director of assessment and effectiveness in WMU's student affairs division, and external evaluators to build a comprehensive evaluation plan that will be administered to provide ongoing program improvement and determine whether the program has been effective enough to continue. In addition, the University's Center for Research on Instructional Change in Postsecondary Education has signed on to do research on the effectiveness of peer and faculty and staff mentors and the impact of mentor initiatives on student learning. ■

Scene on campus

Cailla Rae Moss, a second-year student from Plainwell, Michigan, performs at marching band practice near Lawson Arena on Halloween. The skeleton face was an alternative to wearing a full costume. She painted her face that morning. “I had it on all day during Halloween. Everyone I ran into was really impressed,” she said.

ESPORTS

STATE OF PLAY

In the ring and online

SKILL

TEAMS

TRAINING

COMPETITION

CAREER

They came, they saw, they conquered—or tried to. That was the game plan for many eager members of the campus and local community attending the Oct. 5 grand opening of the state-of-the-art WMU Esports Arena.

The event was held in two stages, with invited guests and news media swarming the facility for a morning gathering and students, alumni and many others filtering in during the afternoon open house.

Most of the visitors were as impressed by the arena's rotating multi-colored lights, pro-quality sound system and seating for 190 spectators as they were by its sophisticated gaming computers and related technology. They included a trio of senior aviation technical operations students who saw a tweet about the event and decided to check out the new facility.

"I didn't expect this, especially because it's a normal, old-style theatre with some of the most sophisticated gaming equipment. But the arena is definitely amazing," one of the students said from behind the gaming machine he was test driving at the open house.

"Coming in here is definitely mind boggling," another member of the trio said. "Their attention to grabbing people was probably the most successful thing I've seen so far. Nobody expects anything like this, especially because it happened so fast. They announced it just last year."

Esports at WMU

The WMU Esports Arena is located on the corner of Oakland Drive and Oliver Lane in what was previously known as the Little Theatre. The facility now serves as home base for the Esports Club at WMU.

The club grew out of the University's League of Legends registered student organization and is one of WMU's formal sports clubs. But instead of putting on uniforms and taking to the court or turf, players don headsets and sit behind gaming machines, duking it out in the virtual world of online competitive video gaming.

Membership involves about 70 students, including coaches and first-string players and substitutes for its five competition teams: League of Legends, Dota 2, Overwatch, Fortnite and Counter-Strike Global Offensive.

During events, players take to the facility's stage, which is outfitted with 12 competition-level gaming machines. Webcams project their faces onto screens attached to the front of each machine and are tied into two large screens suspended above the stage. Spectators can follow game play by watching the screens, or, when a contest is being streamed, watching twitch.tv.

Behind the competition machines are 24 practice machines, allowing students to prepare for their contests. Each PC has its own

ergonomic gaming chair, high-resolution monitor, headset, and special keyboard and mouse.

WMU has yet to open up the arena to spectators or intramural electronic game teams, but plans to do so soon. It also hopes to host invitationals and tournaments, most likely as ticketed events, and is exploring renting out the arena to high school teams and community groups.

In preparation for those types of activities, there's a shoutcasting station at the back of the arena so spectators can be treated to a running commentary of all the action. Meanwhile, the background music and revolving colored lights heighten the gaming experience for both players and spectators.

A new community on campus

Together, the Esports Arena and club constitute the second of two transformational initiatives President Edward Montgomery agreed last year to help fund as a way of transforming how WMU serves students.

Funding to formally sponsor video gaming and develop the arena came from a grant from Montgomery's Transformational Initiative Fund and additional monies provided by various vice presidential areas.

"The purpose of the project is to extend the University's community-building efforts to encompass students' recreational hours," says Scott Puckett, esports director and a senior director of information technology. "This is one more way we can help students with like interests meet and join together."

Getting the esports initiative off the ground has been a team effort in itself, drawing upon staff members from across the University as well as the student League of Legends team.

"We're starting at a good spot. Some schools are in front of us, and others are behind us," Puckett says. "But we have a mature program when others are developing theirs, and now we have an arena when others are building theirs."

And interest has been strong, with about 200 people showing up early this academic year to learn about WMU's club and some 600 showing an interest in it during orientation this past summer.

"A few select students were fortunate enough to make the club team. When we tell people who didn't make the team that they can still play here for intramurals, their faces just light up and glow," says Mike Berdowski, coordinator of intramural sports.

"And very few universities in the nation have an arena like this. The majority of arenas you see that people talk about are essentially just glorified computer labs. We have a competition arena. These are the ones you'll see on ESPN."

During play, webcams project players' faces on screens attached to each gaming station on stage at the arena. And games are displayed for spectators on two large screens above the stage.

Good return on investment

Several students attending the open house said they think the arena and team will have a good return on investment for the University, both in terms of community building on campus and prompting prospective students to take a second look at WMU.

Backers of the initiative also anticipate esports will create jobs for students, from shoutcasters to IT technicians, and down the road could be incorporated into academics, such as for a broadcasting or software development class.

In addition, some note that esports aren't all fun and games. One open house attendee in that camp is the president of WMU's women's soccer club. She noted that gamers practice for three hours, three times a week; watch their own and opponents' "game films" to spot strengths and weaknesses; and are held to the same GPA and other requirements as the University's other club sports teams.

"This is something I can't do so I appreciate it," she said. "They take a whole lot of time out of their day to do better and improve. It's a whole different type of sport, but I would consider it a sport."

The importance of that dedication and skill-building hasn't gone unnoticed by Andre Rattray, WMU coordinator of club sports and esports.

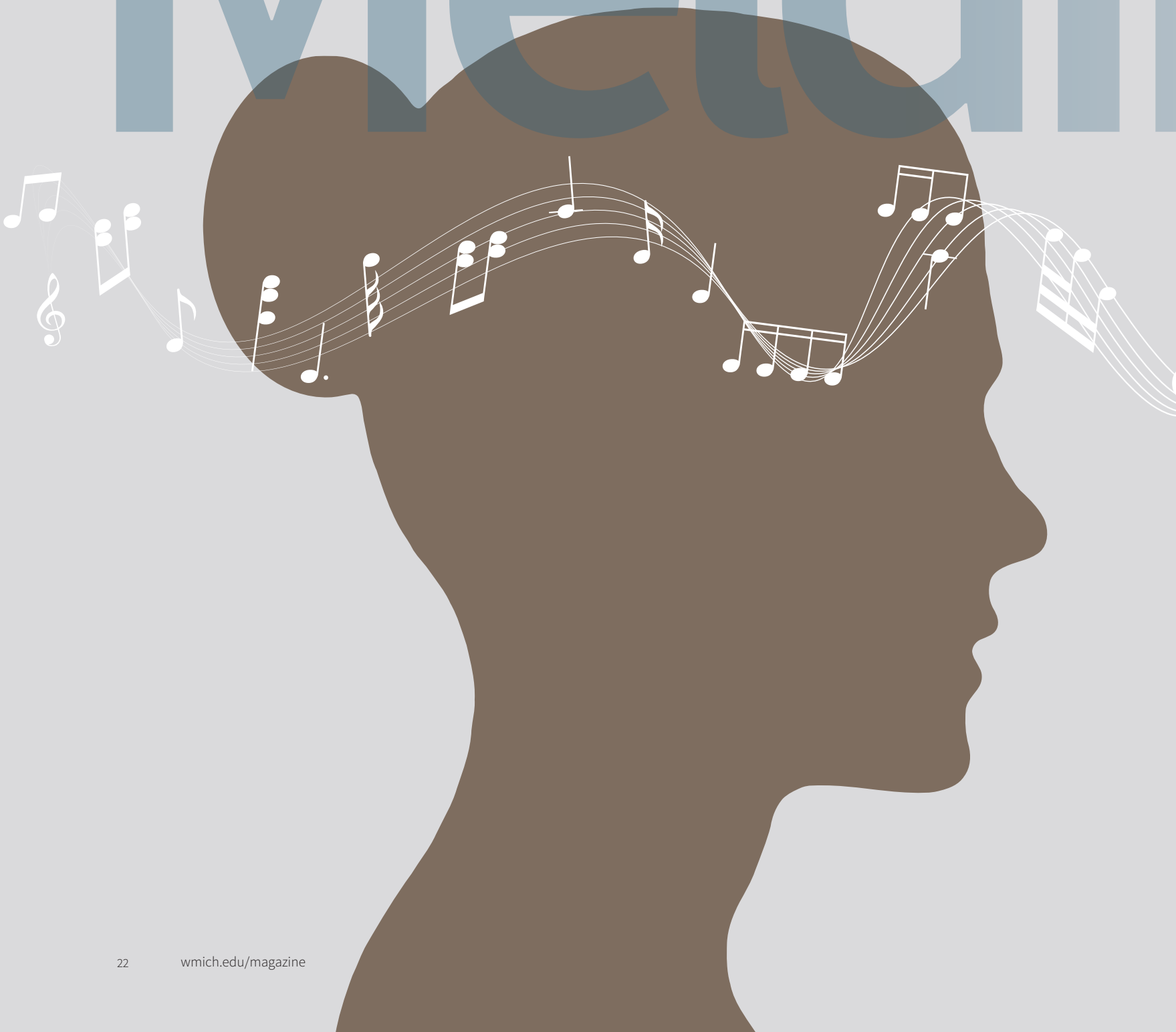
"When you see esports, all you think about is someone playing a video game, whether it's on a computer or console," says Rattray. "These games provide different objectives, and those objectives provide different strategies. So there's team building in there, there's problem solving, teamwork, communication. All these things that we're teaching them in the classroom are things they can be learning here."

Cameron McKee, Esports Club vice president, describes it as advanced thinking. And he believes many people will enjoy watching WMU's teams pit their skills against teams from other schools.

"I'd really like people to just show up and give it a try. Come and fully experience the arena," McKee asks. "We've got revolutionary things that mainstream arenas and professionals actually use. It's incredible what we've managed to build here." ■

Melodi

the Science of Music and the Mind:



A graduate student reflects on her journey to WMU

Written by Julia McCarren, music therapy student in the graduate equivalency program

One of the earliest memories I have of my interaction with music occurred when I was 5 years old sitting in church. I remember the notes of the grand piano echoing off the walls and back into my ears. I watched as a woman behind a podium poured her voice into a microphone, and the congregation sang along with her. The voices of about 200 people resonated together as one voice. The sounds gave me goosebumps—a feeling of pure bliss.

I tried to sing along, my eyes glued to the hymn book, even though I didn't know how to read yet! In awe, I thought, "I want to sing like that and make people feel how happy I feel right now someday." Throughout my childhood, the "magical" effect of music became even more meaningful to me.

As an adolescent, I began a battle with anxiety and depression. I marched to the beat of my own drum and often felt like an outsider. I eventually felt myself numb and bored with the mundanity of everyday life.

However, I found an escape from reality in music. When listening to music, I traveled to new places, heard new stories and experienced intense feelings I didn't feel on a daily basis. In melodies and harmony, I found a world that was endless and intricate. The songs I loved resonated with feelings that lived deep in my gut.

Eventually, I realized how powerful it was to create music with my own voice. While I felt it difficult to express myself through words, singing translated my thoughts into something the world could understand. Music, particularly in the form of singing, gave me a sense of clarity and identity in a world that was often confusing.

I chose to major in music as an undergraduate at the University of Illinois in Urbana-Champaign because it fascinated me more than any other subject. I was interested in working with the diverse populations such as individuals who are incarcerated, veterans with post-traumatic stress disorder, those in psychiatric units or mental health centers, hospice or medical settings, and older adults with dementia. I also found studying psychology and the brain intriguing.

While I had heard positive feedback from friends pursuing music therapy, my current college didn't offer that major. I adapted and created a music degree that combined my two main interests: music, specifically vocal jazz, and psychology. My education included courses in areas that challenged and inspired me. Before graduating, I began applying to graduate schools where I could pursue a master's degree in music therapy.

I was drawn to Western Michigan University because of the Brain Research and Interdisciplinary Neurosciences Lab—the BRAIN Lab—founded by Ed Roth, professor of music therapy. I also wanted to attend WMU to learn from Professor Roth's expertise in working with clinical populations with experiences of trauma and/or mental illnesses. It only made sense to study music therapy in a program that emphasized musical interventions backed by scientific research.

Two years later, as the lab's graduate research assistant, I have the opportunity to dive into research pertaining to the lab's current interest in the social and neurological implications of improvisation. In addition, the lab nurtures research related to the physiological outcomes of musical experiences.

During my time in the program, I've become increasingly interested in the interpersonal dynamics of musical improvisation and how musical improvisation interventions can be used by music therapists to treat individuals with symptoms of social isolation or loneliness. With more insight into the neurological processes initiated by music, I am also interested in how musical experiences may be used to treat individuals struggling with drug addiction.

McCarren

Music will always be a constant in my life—a modality I can rely on for relief and joy. I am grateful to merge my interests in the sciences of music and the mind in the music therapy program and at the BRAIN Lab at WMU.

Music therapy is a field that not only nurtures my interests, but allows me to provide services that benefit others who seek help. My experience has given me the opportunity to provide music therapy services to individuals with aphasia, dementia, Parkinson's disease, intellectual and physical disabilities, Autism Spectrum Disorder and mood disorders.

Today, as an intern at the Seasons Hospice and Palliative Care in the Chicago area, I am learning how to effectively improve quality of life through music therapy for patients at the end of life.

As I move closer to receiving my master's degree, I am thankful for my professors and peers at WMU. They have helped develop my passion for pursuing the neuroscience of music and contributing to research that will better help music therapists effectively treat populations in need. ■

Think Big

This can't wait.
We need your voice.
Join the conversation.

A University Built On Purpose

Think Big is WMU's call for all students, faculty, staff, donors, alumni and community members to rethink and reimagine Western Michigan University.

The higher education landscape is changing. Students face new pressures and challenges that affect the way they choose a university and engage with their campus communities. While financial resources are often limited, options for how they learn, play and connect with others are virtually infinite.

Meanwhile, existing industries are evolving and new fields of expertise are emerging quickly, fundamentally changing the nature of work.

Those who generously give to universities want to support causes that have a clear impact. And increasingly scarce research funding requires demonstrated value and expertise in order to attract investment.

WMU is a wonderful university today because of the forethought of those who came before us. Now is our opportunity to take advantage of a changing world and create the extraordinary WMU of tomorrow.

wmich.edu/thinkbig

So, what's your big idea?
Visit us online and get involved.

Join us

WMU is your university. It is a source of pride for all Broncos. Help us move further into the forefront of education and research.

Share your good thinking online and stay engaged throughout the Think Big process.

wmich.edu/thinkbig

Medicine + Engineering

A new master's degree program in medical engineering at WMed equips students to advance health care through technology.

Fredericks

During a successful career that has spanned some two decades, Dr. Tycho K. Fredericks says his success as an educator and engineer can be traced back to a question he is never afraid to ask: Why do you do it that way?

"That's the way I was trained," says Fredericks, a professor in the Department of Industrial and Entrepreneurial Engineering and Engineering Management at the College of Engineering and Applied Sciences.

"There are always other ways to do things, and sometimes having outside eyes looking at something will help you do that."

That philosophy is the engine behind the new Master of Science degree in medical engineering at the WMU Homer Stryker M.D. School of Medicine. The interdisciplinary, graduate-level program at WMed is for engineers and quantitative scientists with an end goal in mind—creating new medical devices and processes to improve health care.

The inaugural class began the new degree program in September.

For Fredericks, who serves as program chief and professor in medical engineering at WMed, the start of classes and the launch of the new curriculum are the culmination of what has been a seven-year process to implement a program that immerses students into the world of health care with a focus on the interface between medicine and engineering.

"Our mission is to train professionals and create technologies to improve health care," he says.

During the master's program, students will complete five courses at the medical school and three courses at WMU. In the first year, students will get the chance to choose a specialty track that fits best with their career goals.

That list includes biomechanics and biomaterials, biological signal processing, sensors, and instrumentation, or health care systems engineering. As part of their education, students interact with diverse groups of professionals, from engineers and clinicians to surgeons and residents, as well as nurses, medical technologists and business and regulatory experts.

Fredericks says a key component of the new master's program is the first 15 weeks of instruction, which immerses students in health care and gives them an up-close look at the inner workings of clinical settings. That step, he says, is vitally important so that students gain a deeper understanding of the discipline of medicine and, in turn, can begin assessing and identifying where they can use their skills to improve processes and instruments.

Luke Swoboda and other students have been ensconced as observers in a variety of medical settings this semester, including during surgical procedures.

"I can't tell you how to do the surgery," says Swoboda, an alumnus of WMU's industrial engineering program. "But I can look for areas for improvement as far as timing, efficiency, even instrumentation. I can look at how tools are currently used and how they can possibly be used in ways that are better for the surgeon and the patient."

At the conclusion of the master's program at WMed, students will take part in a final capstone, completing either a thesis or a medical engineering design project. The work by students, Fredericks says, will focus on "a real problem that's scalable" and could focus on such things as improving the design of an existing product, or on processes that could reduce patient wait times, among other things.

Fredericks describes the curriculum for the new master's program as "quasi-fluid" and says that it will be built around the students' capstone projects.

"It's customization for education, in a sense," Fredericks explains. "For us, it's about the student. You don't dictate your agenda on the students; it's more about helping them become the best version of whatever they're going to be down the road. We're going to help them learn the structure of health care."

In launching the new program, Fredericks is supported by faculty at both WMed and WMU. Each faculty member brings to the table experiences that will serve students well. ■

"I can't tell you how to do the surgery," says Luke Swoboda, part of the first class of medical engineering students. "But I can look for areas for improvement as far as timing, efficiency, even instrumentation. I can look at how tools are currently used and how they can possibly be used in ways that are better for the surgeon and the patient."

Jim and Lois Richmond:

ADVOCATES FOR INNOVATION AND THE ARTS

In 1967, the year Jim Richmond began his career at Stryker Corp., the company was grossing about $3 million annually. Last year, the company's revenues topped $12.44 billion.

The reason? Innovation, he says.

Richmond helped steer Stryker on a course to becoming one of the top medical device and technology companies in the world, retiring from the company in 1988 as senior vice president of global marketing and development.

He and his wife, Lois, both alumni and some of the most generous of the University's benefactors, hope to replicate that theme of innovative success with their most recent gift to WMU, a $3 million contribution for the Richmond Institute for Design and Innovation.

"Innovation leads to problems being solved," Jim says. "And when that happens, things just organically get better."

Officially unveiled Sept. 27, the institute is housed in renovated sections of the first and third floors of Central Kohrman Hall, bringing together diverse disciplines from across the University—business, engineering and fine arts—in studios, presentation spaces and labs dedicated to innovation, fabrication, rapid prototyping, 3D printing, and woodworking and metalworking.

"If students come out of this program being able to understand the industry they're (employed) in, full of new ideas to help the end user and address problems head-on, then their company grows, hires more people and prosperity increases," Jim says.

"It's an example of the ripple effect of an applicable education, and something we think the institute will provide for years to come."

The institute is home to WMU's new product design program, a degree that draws its curriculum from fine arts, engineering and business to develop professionals who will specialize in designing products that combine form, function and manufacturing.

Launched in fall 2017 with its first class of students, the program was created to meet current and future design and manufacturing needs in southwest Michigan and beyond. Now that the program has a new home, it can really take off, Jim says.

Jim, who himself holds 14 patents for medical device products he invented, knows the importance of creating a culture of cooperation in any company. Issues are dealt with efficiently and products that meet end-user needs are created more quickly.

He sees the institute as a laboratory where this theme of inclusivity is fostered and celebrated.

"Historically, there were islands in a corporation—engineering over here, marketing over there, manufacturing somewhere else," he says.

"There is a move now toward greater cooperation across corporate departments. The institute is going to serve as a model for how that culture of cooperation can drive innovation and efficiency."

"Historically, there were islands in a corporation—engineering over here, marketing over there, manufacturing somewhere else," *says Jim Richmond.*

"There is a move now toward greater cooperation across corporate departments. The institute is going to serve as a model for how that culture of cooperation can drive innovation and efficiency."

Several southwest Michigan companies have supported the institute, including Whirlpool, Tekna, Newell Brands, Stryker, FabriKal, Landscape Forms and Eaton. Bob Brown and the Monroe-Brown Foundation provided funding, and local economic development agency Southwest Michigan First assisted as well.

This group of companies also offers human resources to teach, mentor and otherwise support the innovation and work taking place there, Lois says.

Additionally, students in the program—sure to be in high demand upon graduation— will have opportunities to intern and collaborate with these firms, driving the theme of cooperation the Richmonds believe is so integral to success.

"We want our gift to help the local community," Jim says. "We think the institute is going to be an asset to southwest Michigan for a long time."

The institute also fills a role in encouraging more women to enter science and technology fields, Lois adds.

"I am so impressed with the number of women in the program," she says. "The institute is going to be one of the doors that we hope many women will walk through and into careers in STEM-related industries."

She remembers sitting with a group of design program freshmen students at a luncheon after the institute was unveiled.

"They told me, 'This program is what I was looking for all along. I wanted to do engineering, but I have a passion for art.' They couldn't believe there was a program tailored perfectly for them."

The Richmonds—known for their passion for the arts—also gave $3 million to WMU to aid in the construction of the Richmond Center for Visual Art, home to the Gwen Frostic School of Art, which opened in 2007.

Jake Faculak, a sophomore from Chicago, discusses a drawing with Michael Elwell, associate professor and area coordinator of product design, and Jim and Lois Richmond.

"Western has, in our view, become the best place for us to donate to," Jim says. "The University is transparent and inclusive with its benefactors. They have an open-door policy. They create a cooperative relationship with those who give." ■

Classnotes

Send submissions to: teresa.ventimiglia@wmich.edu. Include your name (first, middle, last, maiden), degree(s), year(s) graduated and a daytime phone number by which we can reach you. We will publish photos as space permits.

Byron Clark, BS '51, is the author of a new book of poetry, "Poems of Life/Faces of Poems," published by Avid Readers Publishing Group.

Lee Griffin, BS '58, is the author of a new book, "Katerina's Story: Life in Poland During WWII and the Aftermath," a historical novel based on a Kalamazoo woman's true story, published by Covenant Books.

Shirley A. Schoenemann, BA '66, has retired as associate professor emerita of education after over 29 years at Lake Superior State University.

Eric Johnsen, BA '68, has retired after 38 years as a physician with Stanly Family Care Clinic in Albemarle, North Carolina.

Charles Haffey, BBA '70, was awarded the Order of the Golden Star to recognize 50 years of service to Theta Xi Fraternity.

Deborah Cory-Slechta, BS '71, MS '71, received the Lifetime Achievement Award in Graduate Education from the University of Rochester (New York) where she is a faculty member in the School of Medicine and Dentistry.

Patrick Nedry, BS '72, MA '73, has retired as a professor of business from Monroe County (Michigan) Community College.

Migliazzo

Frank Migliazzo, BBA '73, was recently recognized by *Financial Times* as a 2018 Top 400 Financial Advisor. He is a private wealth advisor for Merrill Lynch in Farmington Hills, Michigan.

Thomas Whiting, BBA '75, MBA '82, has retired from BlueCross BlueShield of South Carolina as a senior lead in the Portfolio Management office. He previously retired from Pfizer Pharmaceuticals after 26 years as director, informatics portfolio management, in New London, Connecticut.

Marty Peck, BSE '77, owner of Creative Lighting Design & Engineering, received an Award of Merit from International Association of Lighting Designers for his design of the Ghost Train in Sherwood, Wisconsin.

Janis E. Susalla Foley, BA '80, has been appointed to the Ohio Supreme Court's Commission of the Certification of Attorneys as Specialists. She is an attorney for Shumaker, Loop & Kendrick, LLP in Toledo, Ohio.

Whitmore

Damon Whitmore, BA '84, has joined Plunkett Cooney in its trust and estate planning practice group in Bloomfield Hills, Michigan.

Martha Momany, BA '85, MA '92, was appointed board secretary for the Berrien Regional Education Service Agency in Berrien Springs, Michigan.

Blaine Koops, MPA '86, has been appointed by Michigan Gov. Rick Snyder to the campus sexual assault workgroup. He is the chief executive officer and executive director of the Michigan Sheriffs' Association.

Scott Smith, BS '88, MA '95, is the new superintendent for Cedar Springs (Michigan) Public Schools.

DeAnna Burt, BBA '89, MBA '97, PhD '09, is vice president of student and academic affairs for South Central College in North Mankato, Minnesota.

Douglas Prothero, BA '89, is founder of The Ritz-Carlton Yacht Collection in Miami, Florida.

Kent Walters, BBA '89, MBA '93, was promoted to senior vice president of operations for Goodwill Industries of Southeastern Wisconsin, headquartered in Milwaukee.

Fonkert

Karen Lynne (Eich) Fonkert, BS '92, PhD '12, has been promoted to professor of mathematics education at Charleston Southern University in South Carolina.

Ron Moag, MA '92, is the new superintendent of Three Rivers (Michigan) Community Schools.

Anne (Toth) Riddering, BS '93, MA '96, PhD '16, is the director of the Henry Ford Health System's Department of Ophthalmology's Center for Vision and Neuro Rehabilitation in metro Detroit. She also is the program coordinator for the WMU Department of Occupational Therapy Graduate Certificate Program in Low Vision Rehabilitation. Riddering was also appointed as a consultant to the Vision Rehabilitation Committee of the American Academy of Ophthalmology.

Wendy Ringo, BA '94, has been named vice president of medical operations at Genesee Health System and executive director for Genesee Community Health Center in Flint, Michigan.

Maxwell Goss, BA '95, MA '01, has joined Lippitt O'Keefe Gornbein PLLC in its Birmingham, Michigan, office.

Kathy Mitchell, BA '95, is the new clerk for the city of Holland, Michigan.

Ann Shell, BA '95, MA '98, is the new superintendent for Eau Claire (Michigan) Public Schools.

Marcus Hamilton, BBA '96, is the chief financial officer for Flexsteel Industries, a business headquartered in Dubuque, Iowa.

Gretchen Holloway, BBA '96, senior vice president and chief financial officer for ITC Holdings Corp., has been named one of 2018's Notable Women in Finance by *Crain's Detroit Business*.

Marci Schmiege, BA '96, is the parks and recreation director for Emmet County, Michigan.

Emily Holtrop, BA '97, received the 2018 National Museum Education Art Educator award. She is the director of learning and interpretation for the Cincinnati Art Museum.

Francena Purchase-Owen, BS '97, MA '04, was selected as a Marquis Who's Who Lifetime Achievement recipient for 2018. She is a board member for Cherry Health in Grand Rapids, Michigan.

Michael Dahlinger, MA '98, has retired as principal from Paw Paw High School. He is now administrator for collaborative partnerships for Michigan Virtual.

Danielle Hagaman-Clark, BA '98, BA '98, has been appointed by Michigan Gov. Rick Snyder to the campus sexual assault workgroup. She is the violence against women project director for the Prosecuting Attorney's Association of Michigan.

Laura Chang, BS '99, MA '04, has been named the 2018-19 Michigan Teacher of the Year. She is a second-grade teacher in Vicksburg (Michigan) Community Schools.

Douglas VanderJagt, MA '99, PhD '13, is the superintendent for Hudsonville (Michigan) Public Schools.

David Washburn, MA '00, is the superintendent for Comstock Park (Michigan) Public Schools.

Rachelle Cook, BS '02, is the superintendent and K-12 principal for Alanson (Michigan) Public Schools.

Troup

Dan Troup, BBA '02, has been named director of data operations and strategy for RE/MAX LLC in Portage, Michigan.

Joseph Carter, BBA '03, has been recognized by *Forbes* magazine as one of the 2018 Top Next Generation Wealth Advisors. He is a senior financial advisor for Merrill Lynch in its Bloomfield Hills, Michigan, office.

Scott Hankins, BBA '03, has been appointed by Michigan Gov. Rick Snyder to the campus sexual assault workgroup. He is a senior vice president for wealth management and senior financial advisor for Merrill Lynch in its Dearborn, Michigan, office.

Tim Jungel, BS '03, has been appointed chief of the Zeeland (Michigan) Police Department.

Scott Roper, MA '04, was appointed superintendent of Holly (Michigan) Area Schools.

Christopher Aguinaga, BA '05, MA '10, has been promoted to principal of Loy Norrix High School in Kalamazoo.

Michael Kumeisha, BA '05, is a police officer for the Westland (Michigan) Police Department.

Jenny Xu, BBA '05, is the managing director for Freight.Tech, a startup and innovation-stage engagement platform that connects early stage startups with investors and large corporate enterprises to help them accelerate their business plans.

Todd Conrad, MA '06, is the athletic director at Mona Shores High School in Norton Shores, Michigan.

R. Tyler Dotson, MPA '13, is the city manager for Watervliet, Michigan.

Alex Johnson, BS '13, recently received a doctor of dental surgery degree from the University of Detroit Mercy and has joined Westwood Dental in Monroe, Michigan.

Ryan J. Swank, BA '15, recently released his first album of solo piano music titled "The Journey." It is available on iTunes, Amazon and Spotify and other online music platforms.

Casey Watts, BA '16, has been promoted to editor of the *Manchester Times* in Manchester, Tennessee.

Travis Culhane, BBA '17, is the director of hockey operations for the WMU Broncos hockey team.

Pamela Jenkins, BSW '13, MSW '17, is the executive director and founder of Kalamazoo's Intrepid Professional Women Network Inc., a nonprofit organization that mentors underserved and underrepresented women through free, relevant and accessible programs.

Alumnus selected for prestigious Detroit Symphony Orchestra fellowship

Michael Gause is one of two musicians nationwide picked as African-American Orchestra Fellows for the Detroit Symphony Orchestra's 2018-19 season.

As part of the fellowship, the 2017 WMU graduate and trumpet player performs regularly with the DSO at Orchestra Hall and in the community, is mentored by tenured musicians, and participates in mock auditions to gain experience in the competitive orchestra field.

"I'm thoroughly excited to be playing alongside members of the Detroit Symphony Orchestra. The actual experience of rehearsing and performing is probably what I'm looking forward to the most," Gause said before his season-long fellowship began.

"But my other duties, like observing some of the inner workings of the orchestra, assisting with community engagement events and being mentored by members of the orchestra, are also very exciting things to look forward to."

Inaugurated in 1990, the DSO's African-American Orchestra Fellowship looks to enhance the career development of African-American orchestral musicians and, in the long term, the diversity of professional orchestras.

Gause singled out his former instructors at WMU, Scott Thornburg, professor of music, and Dr. Robert White, associate professor of music, as being significant influences in his success.

"They are among the most influential people in my life thus far, musically and personally. Some specific things were my organization skills when preparing for auditions and the daily maintenance of my playing and committing to always performing with a sense of musicality," he said.

"The most memorable moments at Western were the opportunities I was given to play alongside the brass faculty. Hearing them perform was always a humbling experience and remains to be so when I go back for the occasional concert."

Gause, a native of San Antonio, Texas, received a Bachelor of Music from the University of North Texas, a Master of Music from WMU, and he is currently a Doctor of Musical Arts candidate at Michigan State University.

As a soloist, Gause has performed the Chaynes Trumpet Concerto at MSU and was a semi-finalist at the National Trumpet Competition. Prior to receiving the DSO fellowship, he was appointed to the Third Trumpet position in the Youngstown Symphony in Youngstown, Ohio. He has also been awarded positions with the National Repertory Orchestra and the Aspen Music Festival. ■

In **Memoriam**

Marjorie R. (Petersen) Barnes, BS '42, June 4, 2018, Ann Arbor, MI

Rita I. (Minar) Fleming, BS '42, June 23, 2018, Big Rapids, MI

Patricia J. (Maier) Muth, BS '43, June 5, 2018, Grand Rapids, MI

Margaret M. Oudsema-Tanner, BS '43, June 22, 2018, Kalamazoo

Marjorie I. (Reesor) Mulder, BS '45, Aug. 5, 2018, Hastings, MI

Ivan K. Fleser, BS '46, MA '66, July 27, 2018, Marshall, MI

Genevieve E. (Gooden) Naughton, BS '46, July 19, 2018, Royal Oak, MI

Leslie B. Dieckman, BA '47, Aug. 5, 2018, Spokane, WA

Barbara J. (Hawkins) Siegrist, BS '47, July 5, 2018, Fresno, CA

Barbara J. (Freeman) Boonstra, BS '48, June 11, 2018, Grand Rapids, MI

William S. Hough, BA '48, May 21, 2018, Kalamazoo

Earl Jarvis, BS '48, June 24, 2018, Grand Rapids, MI

Mary E. (Knowles) Marineau, BA '48, Aug. 22, 2018, Fort Myers, FL

Eugene W. Smith, BA '48, TC '50, MA '53, June 4, 2018, Grand Rapids, MI

Inez E. (Bauer) Spooner, SC '48, BS '50, Aug. 11, 2018, Rockford, IL

Rex E. Bean, TC '49, BS '49, MA '53, MA '67, Aug. 19, 2018, Grand Rapids, MI

Lynette O. (Oelz) Houtman, BA '49, June 12, 2018, Manistee, MI

H. James Barber, BA '50, July 16, 2018, Niles, MI

Bruce D. Glover, BS '50, Sept. 8, 2018, Portage, MI

Joyce A. (Dubuque) Green, BA '50, Aug. 10, 2018, Farmington Hills, MI

Elaine D. Havens, BA '50, Aug. 3, 2018, Kalamazoo

Harold V. Sauser, BA '50, MA '55, June 18, 2018, Clio, MI

Barbara C. Semler, BA '50, Aug. 23, 2018, Nicholasville, KY

James K. Willette, BS '50, July 31, 2018, Kalamazoo

Harry H. Abrams, BS '51, Aug. 22, 2018, Three Rivers, MI

Marilyn (Bassett) Anderson, SC '51, July 16, 2018, Kalamazoo

Keith D. Bailey, BA '51, MA '54, June 22, 2018, Kalamazoo

Carrol B. Cox, BA '51, Aug. 10, 2018, Bloomington, IL

Robert W. Nielsen, BS '51, Sept. 4, 2018, South Bend, IN

Mary L. (Manning) Stoolmiller, BA '51, Aug. 10, 2018, Rochester, MI

Marcia L. (Tollas) Arend, TC '52, BS '67, Aug. 8, 2018, Sturgis, MI

Gerald C. Bruining, BS '52, June 29, 2018, Muskegon, MI

Sally L. (Barclay) Epskamp, BA '52, July 23, 2018, Evanston, IL

Donald P. Milham, BS '52, MA '56, Aug. 11, 2018, Benton Harbor, MI

S. Ward Ritchie, BS '52, MA '63, June 13, 2018, Columbia City, IN

Thomas M. Ryan, BM '52, MA '58, EDS '64, June 8, 2018, Richland, MI

Robert D. Strayer, BS '53, Sept. 7, 2018, Bourbonnais, IL

John E. Laurent, BS '54, Aug. 10, 2018, Cadillac, MI

Konrads V. Lubavs, BA '55, July 15, 2018, Kalamazoo

Charles H. Link, BS '56, EdD '70, MA '00, Feb. 4, 2018, Bay City, MI

Nancy L. (Miller) Bugenske, BS '57, July 9, 2018, Indian Harbour Beach, FL

Janice L. (Geike) Mensinger, BS '57, Aug. 19, 2018, Baroda, MI

Lawrence Sarhatt, BA '57, July 31, 2018, Three Rivers, MI

Robert J. Stephan, BS '57, June 3, 2018, Grand Rapids, MI

Barbara E. (Hellenthal) Burr, SC '58, July 8, 2018, Plainwell, MI

Lloyd C. Freeman, BS '58, MA '60, June 13, 2018, Traverse City, MI

James R. Glick, BA '58, Sept. 10, 2018, Royal Oak, MI

Richard L. Norris, TC '58, BS '63, MA '65, June 15, 2018, Venice, FL

Harriet J. Swartz, BA '58, Sept. 1, 2018, Schoolcraft, MI

Donald D. Campbell, BBA '59, July 22, 2018, Birmingham, MI

John R. Carmody, BBA '59, Aug. 19, 2018, Middletown, OH

David M. Eby, BM '59, July 20, 2018, Baldwin, MI

Rita G. (Zuris) Eshuis, TC '59, Aug. 31, 2017, Redondo Beach, CA

Robert K. MacDonald, BS '59, June 18, 2018, East Lansing, MI

Eugene B. McCoy, BM '59, Aug. 9, 2018, Kalamazoo

Ruta (Neimanis) Mezsets, SC '59, June 27, 2018, Kalamazoo

Marlene (Johnson) Reno, BA '59, Sept. 29, 2018, Venice, FL

Carolyn S. (Sutton) Benson, BS '60, June 11, 2018, Saginaw, MI

Thomas A. Carey, MA '60, Aug. 16, 2018, Holland, MI

Wayne Krueger, BS '60, Aug. 1, 2018, Ocala, FL

James K. Leonard, BBA '60, Aug. 17, 2018, Marshall, MI

Judith M. (Warthen) Luykx, BA '60, MA '64, July 20, 2017, Kalamazoo

Katherine K. Rouse, BA '60, MA '64, June 29, 2018, Kalamazoo

Elaine (Tomchak) Walter, BS '60, June 11, 2018, Battle Creek, MI

Roger D. Willey, BBA '60, Aug. 2, 2018, Wilmington, DE

Elizabeth L. Marcotte Steiner Shaw, BS '61, June 14, 2018, Redding, CT

Tom T. O'Meara, BA '61, June 15, 2018, Hillsdale, MI

Hazel Winterburn, BS '61, June 5, 2018, Portage, MI

Lewis A. Bartow, MA '62, Aug. 5, 2018, Battle Creek, MI

Richard D. Davis, BS '62, July 14, 2018, Ludington, MI

Nancy H. (Taylor) Drifmeyer, BM '62, June 20, 2018, Boerne, TX

Barbara (Fessenmeyer) Tan, BA '62, July 29, 2018, Kent, OH

Joyce A. (Hyde) Albee, BS '63, July 22, 2018, Grand Blanc, MI

Jerome M. Bridgham, BA '63, June 27, 2018, Janesville, WI

Helen K. Gancarz, MA '63, Aug. 30, 2018, Free Soil, MI

Frederick L. Lauzon, BS '63, Aug. 8, 2018, Covington, KY

Jack R. Longman, BA '63, MA '65, Sept. 5, 2018, Dunedin, FL

Gordon L. Nagel, BS '63, July 6, 2018, Grand Junction, MI

Susan J. (Barrett) Pfingst, BS '63, Feb. 24, 2018, Shelby, MI

Mike Snodgrass, BS '63, Sept. 3, 2018, Marshall, MI

Richard A. Bagnall, BS '64, Aug. 29, 2018, Fenton, MI

Ann (Zimmerman) Brown, BS '64, Aug. 5, 2018, Holland, MI

John J. Fleming, MA '65, July 15, 2018, Muskegon, MI

Donald R. McCormick, BBA '65, June 15, 2018, Sarasota, FL

William R. Reno, BA '65, Aug. 12, 2018, Hagerstown, MD

Karen L. (Hagen) Sanderson, BS '65, Aug. 31, 2018, Harrisville, MI

Larry L. Vander Beek, BS '65, June 7, 2018, Portage, MI

Aileene J. (Howard) Blincoe, BS '66, MA '68, Aug. 24, 2018, Fort Scott, KS

Edith L. (Jarmin) Couzynse, BS '66, MA '71, June 27, 2018, Owosso, MI

Nancy H. (Stephens) Foster, MA, BS '66, May 10, 2018, Paw Paw, MI

John C. Macy, BA '66, July 11, 2018, Iron Mountain, MI

Eugene E. Rowe, BS '66, June 28, 2018, Dothan, AL

Garold E. Smith, BS '66, MA '71, July 27, 2017, Big Rapids, MI

Ojars A. Smits, MA '66, Aug. 29, 2018, Noblesville, IN

Gerald J. Smoker, MS '66, June 5, 2018, Bronson, MI

Richard E. Templeton, BA '66, Aug. 29, 2018, Jonesville, MI

Bonnie J. (Roche) VanDam, BA '66, July 20, 2018, Bloomingdale, MI

Dale W. Volkers, BBA '66, June 17, 2018, Ravenna, MI

C. Patrick Babcock, BA '67, Aug. 8, 2018, Lansing, MI

Douglas A. Bodnovich, MBA '67, Aug. 29, 2018, Sarasota, FL

Mary L. (Arnold) Christian, BS '67, April 27, 2018, Jenison, MI

Hal A. Phillips, BA '67, July 5, 2018, Glenville, NC

Kenneth W. Smith, BS '67, MA '69, June 25, 2018, Hastings, MI

James L. Waters, BBA '67, Aug. 31, 2018, Muskegon, MI

Ruth A. (Larkin) Archie, BS '68, MA '74, Aug. 16, 2018, Sarasota, FL

John K. Bosker, BS '68, MA '70, July 30, 2018, Coldwater, MI

Roger W. Emmert, MA '68, July 20, 2018, Des Moines, IA

Brenda A. (Aills) Hibbard, BA '68, Aug. 26, 2018, Marshall, MI

Audrey (Adams) Hostetler, BS '68, June 12, 2018, Coldwater, MI

John H. Kuster, BS '68, MA '71, July 2, 2018, Sarasota, FL

Steven J. Overweg, BS '68, July 20, 2018, Ocala, FL

Norman J. Roe, MBA '68, June 20, 2018, Grand Rapids, MI

Bryan A. Wines, BS '68, Aug. 24, 2018, Kalamazoo

David R. Edwards, BS '69, July 7, 2018, Clawson, MI

Frederick D. Hjort, BS '69, MA '70, July 4, 2018, Ada, MI

Wayne W. Pearce, BS '69, July 24, 2018, Edwardsburg, MI

Joan C. Van Zoeren, MA '69, MLS '84, Sept. 6, 2018, Kalamazoo

Douglas R. Anderson, BS '70, July 20, 2018, Rives Township, MI

Sara H. (Sally) Carter, MLS '70, Aug. 27, 2018, Kalamazoo

Arthur A. Pumphrey, BA '70, MA '78, Aug. 23, 2018, Greenwood Township, MI

Victoria M. (Lewis) Schimp, BA '70, Aug. 30, 2018, Fitzwilliam, NH

James B. Taylor, BS '70, MA '78, Feb. 22, 2018, Reed City, MI

Nellie M. (Young) Druskovich, BA '71, MA '75, Aug. 1, 2018, Decatur, MI

Douglas P. Krueger, BA '71, July 7, 2018, Portage, MI

Marilynn J. Loving, BS '71, June 5, 2018, Battle Creek, MI

Gary M. Shook, BS '71, June 17, 2018, Grand Ledge, MI

Dennis A. Buford, BBA '72, May 9, 2018, Salt Lake City, UT

Steven P. Hatch, BBA '72, July 17, 2018, Saginaw, MI

Michael D. Klein, BA '72, April 18, 2018, Nashville, TN

Loretta J. Poulsen, BS '72, Aug. 12, 2018, Schoolcraft, MI

Pamela A. (Lemle) Truex, BS '72, July 7, 2018, Birmingham, MI

Bonita E. (Almas) Audette, BA '73, July 8, 2018, Marlette, MI

Patricia A. Cooper, BA '73, Aug. 30, 2018, Three Rivers, MI

Timothy M. Haak, BA '73, MBA '78, June 24, 2018, North Muskegon, MI

Bruce K. Gould, BA '73, Aug. 1, 2018, Plymouth, MI

Anthony J. Rumler, BSE '74, June 18, 2018, Cleveland, OH

James L. Engle, BS '75, Aug. 7, 2018, Kalamazoo

Donnabelle S. Fox, BS '75, June 3, 2018, Dowagiac, MI

Christine M. Guimond-Cairns, BS '75, MA '86, Aug. 9, 2018, Holland, MI

Barbara J. (Crapo) Hansen, MA '75, BA '75, July 6, 2018, Portage, MI

Alana L. (Summerville) Meyers, BS '75, Aug. 30, 2018, Port Huron, MI

Gerald L. Nagel, BS '75, July 25, 2018, Auburn, IN

Richard E. Scott, BSE '75, June 22, 2018, Kalamazoo

Carolyn E. Dorgelo, MA '76, July 30, 2018, St. Joseph, MI

Sherlene A. (Elmore) Kohlitz, BA '76, July 21, 2018, Jackson, MI

Donald L. Scribner, BS '76, Sept. 3, 2018, Fort Collins, CO

Garrett Boersma, MA '77, EdD '79, Aug. 2, 2018, Kalamazoo

Donald J. Diederich, BS '77, Aug. 10, 2018, Stevensville, MI

Steven E. Franklin, BA '77, MA '86, July 14, 2018, Battle Creek, MI

Patsy J. (Seelye) Fry, MA '77, Aug. 26, 2018, Muskegon, MI

Kirk P. Goldman, BBA '77, Aug. 16, 2018, The Woodlands, TX

Kathlyn A. (Watts) Bowersox, BA '78, June 20, 2018, Baton Rouge, LA

Judith A. Burns, MA '78, MA '88, EdD '96, July 26, 2018, Linden, MI

Rosemary A. Hakes, BM '78, MA '79, MM '96, PhD '01, June 8, 2018, Escanaba, MI

David L. Oetman, BS '78, June 22, 2018, Crestview, FL

Anjanette M. (Warsop) Toth, BS '78, Aug. 23, 2018, Niles, MI

Robin S. VanderBos, BA '78, July 22, 2018, Kalamazoo

Susannah E. (Harahan) Szabo, BA '79, Aug. 18, 2018, Rancho Santa Fe, CA

Mary K. (Dulick) Williams, BBA '79, July 16, 2018, Amherst, OH

Hugh C. Griffith, MA '80, July 28, 2018, Delta, PA

Thomas J. Nivison, BS '80, July 28, 2018, Burton, MI

Gary D. Sparbel, MLS '80, July 16, 2018, Portage, MI

Sarah B. (Brown) Renstrom Jaksa, MPA '81, Aug. 18, 2018, Portage, MI

Curtis R. Daniels, BS '82, Aug. 3, 2018, Midland, MI

Lisa A. Marzolf Schwind, BS '82, June 27, 2018, Tecumseh, MI

Marin J. Mazzie-Danieley, BS '82, Sept. 13, 2018, Manhattan, NY

Henry J. Meurer, BBA '85, July 3, 2018, Grosse Pointe, MI

Paul V. Perkovich, BSE '85, Aug. 29, 2018, Ironwood, MI

Richard N. Carpenter, MS '86, July 20, 2018, Dayton, OH

Scott R. Pobojewski, BBA '87, Sept. 9, 2018, Grand Rapids, MI

Emmajean (Drake) Jerz, BS '90, Aug. 3, 2018, Decatur, MI

Jina E. McIlvenny, BS '91, Aug. 6, 2018, St. Joseph, MI

Dawn M. Denbraber, BSM '92, July 15, 2018, Grand Rapids, MI

Todd K. Havener, BS '93, Aug. 9, 2018, Kalamazoo

Consuela R. Schaffner, BS '95, July 31, 2018, Ann Arbor, MI

Jolee J. Hull, BS '96, Aug. 28, 2018, Battle Creek, MI

Roxie V. (Lemley) Parmelee, MS '96, Sept. 6, 2018, Holt, MI

James A. Williams, BA '96, MA '03, Aug. 2, 2018, Kalamazoo

James R. LeZotte, BBA '97, July 8, 2018, Vicksburg, MI

Mark H. Thomas, BA '99, MA '06, MA '12, July 14, 2018, Kalamazoo

Hillary (Johnson) Westenbarger, BSW '99, June 22, 2018, Grand Rapids, MI

Julia Perez, MA '00, June 25, 2018, Muskegon, MI

Crystal L. Brewster, BA '02, Aug. 15, 2018, Elkhart, IN

Carmen E. (Duffy) Singleton, BBA '02, Sept. 9, 2018, Whitefish Bay, WI

Jessica A. (Juhnke) Cereska, BS '04, Aug. 21, 2018, Holland, MI

Diane M. King, MPA '04, June 24, 2018, Albion, MI

Christopher C. Darling, BA '05, June 17, 2018, South Euclid, OH

Isaac M. Tunteri, BS '05, July 18, 2018, Caldwell, ID

Sean E. Banyon, BS '06, June 13, 2018, Benton Harbor, MI

Virginia A. Gregory, MA '06, Sept. 6, 2018, Sparta, MI

Teresa T. Psiharis-Rankin, BS '08, July 19, 2018, Battle Creek, MI

Christopher R. Jacobi, BS '09, Aug. 13, 2018, Seattle, WA

Colleen R. Sater-Barkman, BS '09, July 5, 2018, Niles, MI

Jonathan D. Braman, BA '10, July 11, 2018, Ann Arbor, MI

Phillip P. Ching, BS '16, Aug. 18, 2018, Elsie, MI

Faculty

William Appel, professor emeritus of music, July 7, 2018, Portage, MI

Keith Bailey, assistant professor emeritus of education and professional development, June 22, 2018, Kalamazoo.

Michael C. Braun, master faculty specialist of Spanish, Aug. 27, 2018, Kalamazoo

Joseph Brunhumer, professor emeritus of history, March 15, 2018, Prescott, AZ

Sherwood Cordier, professor emeritus of history, Aug. 20, 2018, Kalamazoo

Norman Greenberg, professor emeritus of international studies, May 26, 2018, Durham, NC

Edgar Inselberg, associate professor of biological sciences, May 11, 2018, Kalamazoo

Stephen G. Jones, professor emeritus of music, April 25, 2018, Kalamazoo

Ruth Kaarlela, professor emerita and chair of blindness and low vision studies, Jan. 8, 2018, Novi, MI

Margaret Large-Cardoso, professor emerita of health, physical education and recreation, May 28, 2018, Southampton, Ontario

Laura Manis, associate professor emerita of University Counseling and Testing Center, Jan. 18, 2018, Honolulu, HI

Diann J. Miller, assistant professor emerita of University Counseling and Testing Center, March 2, 2018, Kalamazoo

John O. Norman, associate professor emeritus of history, April 27, 2018, Texas

Lawrence Schlack, associate professor emeritus of educational leadership, July 8, 2018, Kalamazoo

Phyllis E. Seabolt, assistant professor emerita of consumer resources and technology, July 13, 2018, Kalamazoo

Werner Sichel, professor emeritus of economics, Aug. 4, 2018, Boca Raton, FL

Geoffrey A. Smith, dean of the Division of continuing Education, March 1, 2018, Englewood, FL

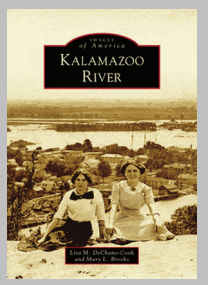
Constance S. (Waltz) Weaver, professor emerita of English, July 21, 2018, Portage, MI

Charles M. Woodliff, professor emeritus of instructional communication, March 17, 2018, Boulder City, NV

The Kalamazoo River

(Arcadia Publishing, 2018)

A new book by Dr. Lisa DeChano-Cook and Mary L. Brooks takes a historical look at Michigan's Kalamazoo River, particularly through 202 photos that span from the 1880s to present day.



Part of an Images of America series, "The Kalamazoo River" discusses the waterway's historic uses, including as a transportation route for goods and people and as a source of hydroelectric power for mills.

The river stretches 178 miles, from Hillsdale County in lower south central Michigan to the state's west coast.

Settlements along the river have a rich history that began with Native Americans and European settlers. In the early 1900s, several dams were built along the river for hydroelectric power, leading to many mills (lumber, flour, grist and paper) along its banks. This ushered in an industrial era along the river. And for many years, the Kalamazoo River and its surrounding land were the primary places for business waste disposal, which jeopardized aquatic life.

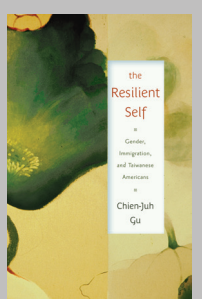
In the 1960s, people demanded better water quality, and environmental laws were passed in the 1970s. Derelict hydroelectric dams along the Kalamazoo River are now being removed to restore the river's natural flow and its aquatic communities.

DeChano-Cook is an associate professor of geography and Brooks is an administrative assistant in the geography department who holds a degree in geography from WMU. The two decided to collaborate on the book after discovering their mutual interest in the Kalamazoo River, environmental issues and other local history topics. ■

The Resilient Self: Gender, Immigration and Taiwanese Americans

(Rutgers University Press, 2018)

Dr. Chien-Juh Gu explores how international migration reshapes women's senses of themselves in her latest book, "The Resilient Self."



The sociologist uses life-history interviews and ethnographic observations to illustrate how immigration creates gendered work and family contexts for middle-class Taiwanese American women, who, in turn, negotiate and resist the social and psychological effects of the processes of immigration and settlement.

Most of the women she interviewed immigrated as dependents when their U.S.-educated husbands found professional jobs upon graduation. Constrained by their dependent visas, these women could not work outside of the home during the initial phase of their settlement. The significant contrast of their lives before and after immigration—changing from successful professionals to foreign housewives—generated feelings of boredom, loneliness and depression.

Mourning their lost careers and lacking fulfillment in homemaking, these highly educated immigrant women were forced to redefine the meaning of work and housework, which in time shaped their perceptions of themselves and others in the family, at work and in the larger community.

Gu, a professor of sociology, is also the author of "Mental Health Among Taiwanese Americans: Gender, Immigration and Transnational Struggles." ■

WESTERN MICHIGAN UNIVERSITY

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